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ABSTRACT

Designed to assess listening ability and to indicate implications for listening instruction, this instrument comes in a full and an abbreviated form. The 45 multiple choice items on the full form measure 53 specific listening skills in five categories: (1) simple recall, (2) recognizing and following spoken directions, (3) recognizing a speaker's purpose and plan, (4) critical listening, and (5) higher level listening skills. The items are developed around real life listening situations, such as conversations overheard on the street or in the supermarket, talk at meetings, a radio weather forecast, and spoken directions given by a service station manager. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (language), title, author, date, age range (grade 6 for the abbreviated form, grade 11 for the full form), purpose, and physical characteristics.) (JL)

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ED236651

Listening Skills Assessment: Manual and Script.
1980 New Hampshire Educational Assessment Program.

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

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CS 207926

Category: Language and Language Development

Title: Listening Skills Assessment

Author: Thomas G. Devine

Age Range: Grade 6 (abbreviated form)
Grade 11 (full test)

Description of Instrument:

Purpose: To assess listening ability and to indicate implications for listening instruction.

Date of Construction: 1980

Physical Description: The full form of this test contains forty-five items which measure fifty-three specific listening skills from the following five categories: simple recall, recognizing and following spoken directions, recognizing a speaker's purpose and plan, critical listening, and higher-level listening skills. The abbreviated test form consists of the first thirty items. The test requires no reading. Its multiple-choice items are developed around these "real life" listening situations: conversations overheard on the street or in the supermarket, talk at meetings, a radio weather forecast, spoken directions given by a service station manager, a semi-formal talk which might be heard on radio or television. The full version of the test takes forty-five minutes to complete. Students respond by filling in slot A, B, C, or D on a machine-scoreable answer sheet. Following is one listening situation and one of the eight items developed from it:

In this third part of this listening assessment, you, the listener, are supposed to be working part-time in a local service station. The manager is extremely busy and gives you these directions in a hurry.

MANAGER: Go to the back room. (The key is in the top left-hand drawer of the office desk.) Get 3 5-gallon cans of that new synthetic motor oil. Put them on the edge of the back drive because Henry will pick them up. Then run down the street to the Mobil station and tell Ted that I need the wrench he borrowed from me yesterday. (Ted is the big guy with the mustache.) Give the wrench to Sam in the shop as soon as you get it and then relieve me at the pump. But before you go, don't forget to put the oil out.

Now, let's see how well you listened to these directions.

Question 13. Where is the key?

A. in the top left hand drawer

B. on a hook in the hall

C. in the service truck

D. in the manager's pocket

Validity, Reliability, and Normative Data:

Content validity was established by searching the research literature to compile a master list of listening skills. From the master list of more than forty skills, eight were selected for inclusion. After field-testing, editing, and refining items, the eight skills were placed into the five, final, more general categories. Several dozen listening situations were created and shared with students from two high schools. From comments and suggestions made by the students it became clear that certain situations worked while others did not. A preliminary test was prepared based on these discussions and was piloted on 120 grade eleven students from two high schools. The instrument and its items were also studied by a panel of authorities in the field. An item analysis was performed, revealing that thiryt-six items were acceptable. Thirty-four of these were retained in the final version and eleven new items were generated. Reliability was determined by the split-half method which yielded a coefficient of .76.

Related Documents:

Devine, T. G. "Listening: What Do We Know after Fifty Years of Research and Theorizing?" Journal of Reading 21 (1978): 296-304. (EJ 169 540)

LISTENING SKILLS ASSESSMENT: MANUAL AND SCRIPT

1980 NEW HAMPSHIRE

EDUCATIONAL ASSESSMENT PROGRAM

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STATE DEPARTMENT OF EDUCATION

Concord, New Hampshire

September 1981

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Single copies of this publication are available upon request from: Chief, Division of Instruction, New Hampshire Department of Education, 64 North Main Street, Concord, New Hampshire 03301. Educators may make additional copies as needed. Initial develoment of the listening assessment script was made possible by the New Hampshire Right to Read Program.

Copy prepared by: Donna Severance, Secretary
Division of Instruction

FOREWORD

Although listening has long been recognized as an important dimension of school and life, listening instruction has not been a major part of school curricula. In order to call attention to this essential skill, Division of Instruction consultants decided to include listening in the 1980 New Hampshire Educational Assessment Program.

Studies have shown that children spend almost 60 percent of their classroom time listening and adults 45 percent of their daily time listening (Devine, 1978). Other studies have shown that listening is not generally taught in schools or included in curriculum guides, textbooks, and other instructional materials (Landry, 1969). Paradoxically, numerous other studies have demonstrated that basic listening skills *can* be taught effectively at all levels (Duker, 1968; Lundsteen, 1979).

An explanation for this lack of emphasis on listening has been suggested by several investigators; acceptable tests for measuring listening skills have not been generally available. As a result, teachers have tended to be less sensitive to this area as they are not able to easily measure the success of whatever instruction they do provide (Devine, 1978; Lundsteen, 1979).

A review of those few listening tests which are readily available indicates that, despite several commendable features, these instruments measure listening only in a formal context and that they are out-of-date with respect to language, style, and topics discussed (Lundsteen, 1979). Therefore, the New Hampshire Department of Education contracted with Thomas G. Devine to develop a test of basic listening skills for inclusion in the 1980 New Hampshire Assessment.

This instrument was designed to fulfill three purposes:

1. to highlight, for teachers and others, the importance of listening as a school and life activity;

2. to motivate educators to develop lessons and activities emphasizing basic listening skills; and

3. to serve as a badly-needed "yardstick" both for evaluating the success of school listening programs and for assessing the listening skills of students throughout the state, either collectively or on an individual basis.

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WHAT DOES THIS TEST MEASURE?

The listening skills assessment which follows has been developed on the assumption that listening is best viewed -- at least for teaching and testing purposes -- as composite of discrete skills. A search of the literature resulted in a master list of more than forty separate listening skills. These were grouped by various rationales and examined by several authorities in the field. These skills were classified under five headings -- simple recall, recognizing and following spoken directions, recognizing a speaker's purpose and plan, critical listening, and higher-level listening skills.

1. Simple recall. Student success with test items designed to measure recall depends both on listening comprehension and short term memory. In developing the present instrument it was decided that accurate recall of information and ideas in an oral-aural situation is crucial to the total listening process and that recall items should be included. Thirteen of the 45 items are designed to measure simple recall.

2. Recognizing and following spoken directions. There is a strong element of simple recall involved in following directions. Moreover, before a listener can follow spoken directions, he or she must be aware that directions are being given. The six items testing this skill area also measure recall. In addition, two of these items ascertain the listener's ability to recognize spoken directions and four require the actual following of directions.

3. Recognizing a speaker's purpose and plan. Sixteen items are related to this skill area. This category includes four specific skills -- all associated with the rhetorical aspects of an oral-aural situation. Seven items measure the listener's ability to identify main ideas in a discourse; three measure ability to discriminate between main and subordinate ideas or relevant and irrelevant details; two measure the listener's awareness of rather subtle transitional elements or rhetorical signals; and four measure ability to recognize the speaker's intent.

4. Critical listening. Three critical listening skills were selected for inclusion in this assessment: recognizing a speaker's bias (4 items); distinguishing between statements of fact and statements of opinion (3 items); and infering a speaker's purpose or intent (2 items).

5. Higher-level listening skills. This instrument contains nine items designed to measure high-level mental processes such as infering values or beliefs, recognizing generalizations, and making judgments.

A complete distribution of items is presented on the following chart. Several items appear twice since they measure two skills. i.e. numbers 9, 14, 15, 16, 22, 23, 38, and 44. Items 1-30 are appropriate for use at grades 5-8. All 45 questions are suitable for students in grades 9-12.

DISTRIBUTION OF ITEMS

Skill	Total Number of Items	Item Numbers
Simple recall	13	1, 2, 3, 7, 13, 14 15, 16, 17, 21, 31, 39, 40
Recognizing and following spoken directions	6	6, 12, 19, 20, 24, 25
Recognizing a speaker's purpose and plan	16	5, 11, 14, 15, 16, 30, 32, 33, 34, 35, 36, 37, 38, 43, 44, 45
Critical listening	9	8, 9, 22, 23, 27, 38, 41, 42, 44
Higher-level listening skills	9	4, 9, 10, 18, 22, 23, 26, 28, 29

DIRECTIONS FOR ADMINISTERING AND SCORING

When the original listening test was administered as part of the 1980 New Hampshire Educational Assessment Program, an audio cassette of the instrument was provided for each class tested. This was done for two important reasons -- ease of administration and standardization of results. This approach also has several other advantages: pacing can be more easily regulated; gestures, facial expressions, and body language can be eliminated;[1] and multiple voices and sound effects can be employed to create "real life" situations.

Large scale administration. In order to use this listening instrument for district, union, or regional assessments, we recommend that the following script including the introduction, skits, and all questions be recorded on audio tape. A sufficient number of tapes should be provided so that the assessment may take place in individual classrooms. Administration in large group settings such as lecture rooms, cafeterias, or auditoriums will invalidate the results. Broadcasting the assessment over the school intercom will have the same deleterious effect. As indicated above, multiple voices, sound effects, and natural pacing should be utilized to make the situations as real as possible. Remember, that only items 1-30 should be recorded for use at grades 5-8; all 45 should be recorded for grades 9-12. It will be necessary to design or purchase an answer sheet to facilitate rapid scoring. Appendix B contains a sample answer sheet. It will also be necessary to develop administrative directions to assure uniform testing conditions. Appendix A contains sample directions.

Single classroom administration. If the instrument is to be used as a diagnostic tool in individual classrooms, it may not be necessary to prepare an audio tape. The best alternative is to employ older students or adult volunteers to read the script. These persons should practice reading several times prior to the testing date. Readers should stand out of sight of the students -- either behind a screen or in the back of the room. If an answer sheet such as the one in Appendix B is available, use it. If not, have students record their responses on ordinary sheets of paper. Teachers should give appropriate administrative directions to students. These should include all of the elements found in the sample directions contained in Appendix A.

Scoring. Correct answers for all 45 items are listed in Appendix C. Scoring can be done by hand, by punched grid overlay, or by machine if suitable answer sheets and pencils have been used. Whatever the method, items 6, 12, 19, and 20 must be scored by hand. These four items are designed to measure how well students actually follow spoken directions.

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[1] While such non-verbal clues greatly influence oral-aural communication, they affect student responses and thereby contaminate results.

USES OF RESULTS

The results of the listening skills assessment are useful both for diagnosing individual student's strengths and weaknesses and for evaluating listening programs on a class, school, district, or SAU basis. For both purposes, it will be necessary to score each student's answer sheet as discussed in the preceeding section.

Correct or incorrect responses alone are sufficient for determining individual student listening ability. The section of this paper entitled "What Does This Test Measure?" organizes the listening assessment items into five skill groups. We recommend that responses for individual students be arranged in these categories and examined for patterns of strength and weakness. If a student is strong in all areas, special listening instruction is probably not necessary. If a student is weak in only one or two areas, extra work in these areas should be provided. If a student is weak in all areas, we recommend that his/her hearing perception be screened. It may also be necessary to evaluate the student for hearing related learning disabilities. As soon as this information is available, an appropriate program can be designed to meet a student's particular needs.

Student responses must be converted to percentages before results can be used to evaluate the listening achievement of groups of students (class, school, SAU, etc.). Percents must be calculated for all four distractors for each item. These will indicate what percent of the students chose each response.

Once percents are calculated for all items, the results should be grouped according to the five skill areas described in the preceeding section. Such groupings may be used to identify areas of common strength and common weakness among students. Program modifications may then be planned and carried out. Appendix D contains a list of commercially published listening materials and Appendix E outlines a number of teacher developed activities.

The following example will serve as an illustration.

Question 24. Which of the following is a clear-cut direction the father gives the daughter?

Grade 9	
7%	A. I'll get 2 loaves of bread.
20%	B. We should be systematic.
68%	C. Get 2 pounds of maragarine.
6%	D. These prices are incredible.

According to the data presented, 68% of the students tested selected alternative answer "C", the correct response. This item assesses student ability to recognize spoken directions. The results suggest that two-thirds of the ninth grade students who took this test are proficient at this skill. However, more than 30% responded incorrectly. If, after grouping, related items support this finding, it is possible that a significent minority of students are having difficulty recognizing and following oral directions. Thus, their performance in such areas as shop, science, home economics, and physical education might be adversely affected. Program modifications, both in English classes and in the other subjects most directly involved, should be implemented. These might include practice at following directions and formal study of the linquistic forms used to give directions.

LISTENING SKILLS ASSESSMENT

Notes for consideration in reading/recording the script. (Not to be read to students or recorded on tape.)

1. Use items 1-30 for grades 5-8; items 1-45 for grades 9-12.
2. Multiple voices, natural pacing, and sound effects should be utilized to make the script as real as possible.
3. Except as noted in 4, each question and its four possible answers should be read twice.
4. Items 6, 12, 19, and 20 require students to follow specific directions. These directions should be read only once.
5. Pause between questions to allow sufficient time for students to mark their answer sheets.
6. Voices needed:

NARRATOR-asks all questions and gives directions

WEATHER FORECASTER - Skit 1

MAN
WOMAN - Skit 2
BOY

MANAGER - Skit 3

GIRL
FATHER - Skit 4

PROFESSOR - Skit 5

MAYOR
MR. BROWN - Skit 6
MS. MASON

It is possible to read the script with as few as one female and two male speakers, plus the narrator.

SCRIPT

NARRATOR - (Same voice throughout):

Of all the ways people communicate with each other -- such as speaking, reading, writing, and listening -- listening is probably the most used but the least understood. Psychologists and others studying listening have already learned that people do not listen equally well and that most of them can learn to listen better. At the present time, educators are studying ways in which students can learn to listen more accurately and more critically.

To determine how well you and your classmates perform this skill you are about to listen in on several situations and be asked questions about what you hear. Listen carefully and be ready to record your answers to the questions on your answer sheet. Most questions will be read twice.

First, we tune in to a weather forecast in progress. The weather forecaster is speaking.

WEATHER FORECASTER:

. . . We are going to have some frost in interior New England tonight and everyone is going to be shivering -- though a warming trend is coming up.

I think tonight is going to be colder than last night. Upper 20's are likely in many interior New England locations. It's cool even down along the mid-Atlantic coastline. The real trouble will be here in New England. The clouds will disappear. That means radiational cooling -- a prime situation for frost. Dry air promotes the radiation of heat from our earth to space. Record low temperature for tomorrow morning set back in 1906 is 26.

So our forecast calls for the following. For tonight, look for clear skies and radiational cooling. Temperatures in upper twenties to low thirties. Tomorrow: sunny and warmer but still cool along the coast. Tomorrow night: clear and cold.

This is the weather for the remainder of the week. More clear skies and even warmer Friday. The first part of the weekend looks pretty good at this time. I don't want to send your hopes too high though after last weekend. Right? I'm sorry about that . . .

NARRATOR:[1]

We will now check how accurately you listened to the forecast. Questions one and two ask you to mark the answer that best completes the sentence. Make sure you record each answer next to the number for that question.

Question 1. In interior New England tonight there will be

A. light rain.
B. high humidity.
C. cloudy skies.
D. some frost.

---

[1]Note: (Not to be read to students or recorded on tape.) Unless otherwise directed the narrator should read each question and its four possible answers twice. He/she will say "Let me repeat question X" or "Here is question X again," varying the phraseology.

Question 2. The record low temperature mentioned was set in

A. 1900.

B. 1906.

C. 1918.

D. 1926.

To check how well you recall one of the main ideas of the forecast go to question three and mark the answer that best completes the sentence.

Question 3. Tomorrow's weather will be

A. hazy

B. rainy.

C. windy.

D. sunny.

To see how well you make judgments about what you hear, move on to question four.

Question 4. Which statement is probably correct?

A. The forecaster is new at the radio station.

B. The forecaster predicted incorrectly last week.

C. The forecaster was born in New England.

D. The forecaster has an excellent memory.

To judge how well you pick out main points from minor details mark the best answer for question five.

Question 5. Which information is least important for the total forecast?

A. Tonight will be colder than last night.

B. Tomorrow's record low temperature is 26.

C. Tomorrow's weather will be sunny and warmer.

D. Tommorow night will be clear and cold.

To see how well you can follow spoken directions, listen carefully and do exactly what you are told. <u>This question will not be repeated</u>.

Question 6. Mark "A" beside number 6 on your answer sheet. Then in the lower left-hand corner of the same side of the paper, write the call letters of your favorite radio station, or the word "none" (N-O-N-E) if you have none.

NARRATOR: The second part of this assessment is related to the following event. Imagine that there has been an automobile collision outside your house. You rush out to see what happened and overhear three people -- a man, a woman, and a boy -- talking to the police officers who have arrived at the scene of the accident. This is what you hear.

MAN: That stupid idiot driver! She went right through the stop sign. I looked both ways. I thought she'd stop, but she plowed right through. She's half blind anyway. Look at those crazy glasses she's wearing. And that silly hat. Those went out of style years ago.

WOMAN: Nonsense! I certainly stopped. I checked right and left. He zoomed down the street at 80 miles an hour. After I'd stopped for the stop sign, I started slowly through the intersection. That man is drunk.

BOY: The lady's car stopped. I saw it. She didn't come to a full stop though. The other car came out of nowhere. At least I didn't see him until the crash.

NARRATOR: Now let's see how well you listened.

Question 7. Where did the accident take place?

A. Across from the police station.
B. In a parking lot.
C. Outside your house.
D. In front of your school.

Question 8. Which of these is a fact and not the speaker's opinion?

A. The woman is wearing glasses.
B. The man was going 80 miles an hour.
C. The woman is a stupid idiot.
D. The man is a drunk driver.

Question 9. Which one of the following people would probably give the police the best information about the accident?

A. the man
B. the woman
C. the boy
D. you, the listener

Question 10. Here are four judgments that you might make after listening to these speakers. Based on what you have heard, which one seems true?

A. One of the cars was wrecked.
B. One of the drivers was injured.
C. The drivers disagree about who's at fault.
D. The police want to blame the man.

Question 11. Which of the following is not an important piece of evidence?

A. One driver was oddly dressed.
B. One driver has vision problems.
C. One driver went through a stop sign.
D. One driver may have been drunk.

Question 12. To see how well you follow spoken directions, listen carefully and do what I tell you. <u>This question will not be repeated</u>.

First, fill in "C" beside number 12 on your answer sheet. Next, in the lower right-hand corner of your answer sheet write a "yes" or "no" to the question: Do you have a driver's license?

NARRATOR: In this third part of the listening assessment, pretend that you are working part-time in a local gas station. The manager hurriedly gives you the following directions.

MANAGER: Go to the back room. (The key is in the top left-hand drawer of the office desk.) Get three 5-gallon cans of that new synthetic motor oil. Put them on the edge of the back drive because Henry will pick them up. Then run down the street to the Mobil station and tell Ted that I need the wrench he borrowed from me yesterday. (Ted is the big guy with the mustache.) Give the wrench to Sam in the shop as soon as you get it and then relieve me at the pump. But before you go, don't forget to put that oil out.

NARRATOR: Now, let's see how well you listened to these directions.

Question 13. Where is the key?

A. in the cash register
B. on a hook in the hall
C. in a desk drawer
D. in the manager's pocket

Question 14. What are you told to do first?

A. get three cans of oil
B. go to the Mobil station
C. go to the back room
D. give the wrench to Sam

Question 15. What are you told to do with the oil?

A. take it to the Mobil station
B. put it on the back drive
C. take it to the manager
D. give it to Sam

Question 16. What is the last thing you are supposed to do?

A. put out the oil
B. take over at the pump
C. give Sam the wrench
D. see Ted at the Mobil station

Question 17. Who will pick up the oil later?

A. Henry
B. Ted
C. Sam
D. the manager

Question 18. Which of the following might you conclude after listening to the manager?

A. Ted is forgetful.
B. The station is busy.
C. The manager is angry.
D. Synthetic oil is better.

Question 19. Here is another check to see how well you follow directions. Questions 19 & 20 will not be repeated. Ready?

In the upper left-hand corner of your answer sheet write the name of the man with the mustache. Is it Henry, Ted, Sam, or the manager? If you can't remember, guess or make a question mark. Now, go back to number 19 and mark "D".

Question 20. Turn your answer sheet over and in the lower left-hand corner of the page write the name of your part-time job, if you have one. If you don't have one, write "none" (N-O-N-E). Now, mark "C" beside number 20.

NARRATOR: Now listen to the fourth part of this test. Here we overhear a father and a daughter talking as they do the family shopping at a local supermarket.

GIRL: I don't know how mother keeps all these things in her head. We should have made a shopping list.

FATHER: Well, we didn't! So let's go up and down the aisles and put in what we think we'll need for the week.

GIRL: O.K. Definitely cat food! Blacky loves the tuna. Here are 8 cans. And let's throw in one of the cat toys.

FATHER: Yes, but we should be systematic. First things first. You go over and get 2 gallons of milk and 2 pounds of margarine. I'll get 2 loaves of bread. We'll meet at the next aisle for cereal.

GIRL: Don't get the sugared stuff, Dad. The kinds love it but it wrecks their teeth. Buy something with vitamins listed on the package. Some of them even taste good.

FATHER: Wow! Look at these prices! I knew inflation was a problem but I had no idea that food had skyrocketed this way. This cereal is over a dollar a package. See if there is anything priced lower. And, while you're at it, see if the store brands are cheaper than those nationally-advertised brands. These prices are incredible!

NARRATOR: Now, let's see how well you listened to *this* conversation.

Question 21. What does Blacky love?

A. canned tuna
B. dry cat food
C. bread and milk
D. chicken livers

Question 22. From his comments, you might judge that the father

A. is presently out-of-work.
B. has a big appetite.
C. is surprised at the prices.
D. loves the family cat.

Question 23. From her comments, you might judge that the daughter is

A. careful with money.
B. a college student.
C. recently married.
D. health conscious.

Question 24. Which of the following is a clear-cut direction the father gives the daughter?

A. I'll get 2 loaves of bread.
B. We should be systematic.
C. Get 2 pounds of maragarine.
D. These prices are incredible.

Question 25. Which of the following indicates that the father should *do* something?

A. Let's get a cat toy.
B. Buy the kind with vitamins.
C. We need a shopping list.
D. The kinds love sugared cereal.

Question 26. From what is said here, you might conclude that the daughter

A. loves tuna fish.
B. has a good memory.
C. usually does the shopping.
D. has younger brothers or sisters.

Question 27. Which of the following is a fact that may be proved and not the speaker's opinion?

A. Some vitamin-type cereals taste good.
B. This cereal costs more than a dollar.
C. These prices are incredible.
D. First things should come first.

Question 28. I am going to read four statements about the father. Choose the one that is NOT based on evidence heard in the conversation.

A. He does not usually shop.
B. He is a local businessman.
C. He cares about his family.
D. He trusts his daughter's judgment.

Question 29. Which of the following can be safely concluded from the conversation?

A. The mother is in the hospital.
B. She is visiting her sister.
C. She is divorcing the father.
D. She couldn't shop this week.

Question 30. Imagine that this conversation is part of a TV show. Which of the following choices BEST describes the writer's main purpose?

A. to protest high food prices
B. to highlight family cooperation
C. to show that girls like pets
D. to prove mothers are indispensable

NARRATOR: In the next to last part of this exercise you are going to hear a talk by a psychology professor. This will be the only lecture you will hear in this test. So, listen carefully.

PROFESSOR:

Today we are going to continue our discussion of memory. You'll remember that yesterday we said that there are different kinds of memory, such as recall and recognition. Today, we'll focus on the difference between short term memory, or STM, and long term memory, or LTM.

Usually when new information and ideas come into your mind, they are retained in something called the "sensory storage system" for less than half a second. In order to retain your sanity, most of this material must be dropped out of your mind. Can you imagine how confusing life would be if you retained everything? every sound? every word? every feeling? It would be too much. So the brain keeps only what you think is important for one reason or another at the moment. Whatever information you decide to keep goes into short term memory. Once the material is in short term memory, it may stay there for several seconds.

A good example of the difference between how the sensory storage system and short term memory work may be found by recalling the last time you looked up a telephone number in the directory. As your eyes moved down the page, you took in an enormous amount of information. It stayed in the sensory storage system only long enough for you to pick out the name of the person you wanted to call. What happened when you found that name and number? You used your short term

memory. You needed to remember the number for a few seconds while you dialed it. How did you do it? How did you keep those digits in your head? Probably by saying them over and over to yourself. You kept them just long enough -- in your short term memory -- to dial the digits. And then you forgot them.

Now the big question! How do you get material from short term memory into long term memory where you can keep it around for more than a few seconds -- for days, weeks, months, or even years? Think about the telephone directory again. How do you remember *certain* numbers? Generally, in two ways. First, you look them up so often, they *stick*. This process is called "rehearsal." You can accomplish the same thing by saying the number over an over again in your head until it is transferred into long term memory. The second way is to use what I call a "connection." This happens when you connect the number with something else. For example, you notice that the numbers spell out a word or that they look like another set of numbers you already know or they have some special significance for you, such as a birthday or graduation date.

Getting new ideas and new information into long term memory is, of course, important to success in school. You cannot -- and indeed you don't want -- to retain everything. But what you decide to retain for those few extra seconds in short term memory may be important enough to keep in your brain for a long time. How do you retain it? How do you get new material from short term memory into long term memory? I have already given you two tips. And tomorrow, I will ask you to recall these two good ways to retain ideas and information.

NARRATOR: Here are some questions about the lecture you just heard.

Question 31. How long does information stay in short term memory?

A. only half a second
B. for several seconds
C. about a minute
D. a few minutes

Question 32. Which one of the following is the <u>BEST</u> title for this talk?

A. The Neurological Basis of Memory
B. How to Improve Your Memory
C. Short and Long Term Memory
D. The Sensory Storage System

Question 33. What was the main idea in this lecture?

A. Material goes from STM to LTM by repetition or by making connections.
B. The sensory storage system keeps information for only half a second.
C. If you remembered everything you heard or saw you'd go mad.
D. Good students have well developed long term memories.

Question 34. Which of the following tips for improving memory did the speaker give?

A. Take good class notes.
B. Study more at home.
C. Spend more time in the library.
D. Relate new material to old.

Question 35. Which of these expressions helps you determine how the talk is organized?

A. Remembering everything you hear would be too much.
B. Generally, you remember information in two ways.
C. It may be important enough to remember.
D. You remember the digits long enough to dial.

Question 36. Which of the following statements is NOT really important to the talk?

A. Telephone directories contain an enormous amount of information.
B. Looking up information so often it "sticks" is called "rehearsal."
C. The brain keeps only information you think is important.
D. Another way to memorize information is to relate the new to the old.

NARRATOR: In the last part of this test, you will listen in on a meeting of the governing board in a small city. We hear the mayor first.

MAYOR: Ladies and gentlemen, the first order of business tonight is to examine a proposal to set up a Rock Festival in our town this summer. Mr. George Brown has asked to address our meeting and tell us his plan. Go ahead, Mr. Brown.

MR. BROWN: Thank you. My idea is this. You have a large field outside of town owned by the Bakers who have the farm down the road. They will rent it to me for a week in August for a Rock Festival. The location is ideal. There is a train station and a bus terminal nearby. The roads into town are excellent. I will hire several famous rock bands and advertise all up and down the East Coast. I'll charge a fee but, for your cooperation, I will donate 10 percent of my profits to the town.

MS. MASON: I'm Matilda Mason and I think this is outrageous! It will be another Woodstock! We'll have long-haired young people throwing beer cans all over the place and sleeping bags on every front lawn. They'll be causing more work for the police force.

MAYOR: Yes, Mr. Brown. What are your plans for housing the thousands of people who will attend?

MR. BROWN: Well, we assume that some will stay a local motels. It will be good for business. Some will bring campers and tents. But that will be good for business, too, because they'll have to buy food here. Since you, the mayor, also own the largest supermarket in town, you know people will be buying supplies from you and other local merchants.

MAYOR: I see that Ms. Mason would like to speak again.

MS. MASON: I certainly would. If I were you, I'd never approve of this. The town's accomodations are not adequate. We don't have enough motels. We haven't got that many restaurants. We'd be inviting trouble. And these people all dress so funny.

MAYOR: Now, now. We ought to consider the proposal. Whether you and I like modern music and its fans doesn't matter. Rock is the music of the future. We older folks should encourage the younger generation.

NARRATOR: Go now to Question 37, the first of nine questions based on this situation.

Question 37. What was the purpose of this meeting?

A. to plan new motel accomodations
B. to encourage the younger generation
C. to figure out ways to improve business
D. to discuss a proposal for a concert

Question 38. What is Mr. Brown's probable purpose in making his proposal?

A. He wants to make rock music popular.
B. He wants to help local business.
C. He wants to donate money to charity.
D. He wants to make money for himself.

Question 39. When does he want to hold the festival?

A. June
B. July
C. August
D. September

Question 40. How much of the profit does Mr. Brown promise to donate to the town?

A. 5 percent
B. 10 percent
C. 15 percent
D. 20 percent

Question 41. Which of the following statements is Mr. Brown's personal opinion?

A. I'll charge a fee.
B. I'll hire rock bands.
C. The location is ideal.
D. The Baker's own the farm.

Question 42. Which of the following statements shows Matilda Mason's bias against rock fans?

A. These people all dress so funny.
B. We'll have sleeping bags on every front lawn.
C. We don't have enough restaurants.
D. I'll never approve of this.

Question 43. Which of the following statements is not really important to the discussion?

A. We don't have enough motels.
B. The location is ideal.
C. We don't have an adequate police force.
D. The Bakers own the farm.

Question 44. What could be the mayor's selfish reason for favoring the plan?

A. The mayor owns a supermarket in town.
B. The mayor wants to encourage young people.
C. The mayor wants to make the town famous.
D. The mayor likes modern rock music.

Question 45. Which of the following indicates that the speaker is about to introduce a new thought.

A. My idea is this.
B. The location is ideal.
C. They will buy food.
D. I'll charge a fee.

APPENDIX A

SAMPLE ADMINISTRATIVE DIRECTIONS

These directions are designed for use with a printed, machine scorable answer sheet and a tape recorded script. (Revise as necessary.)

PREPARING FOR THE TEST

Before the test begins, prepare for the listening assessment. Put the listening tape in your cassette player. Make sure that the player is plugged in and that power is on. Play a short segment of the tape and adjust the volume. Rewind the tape.

Maintain a natural classroom atmosphere during the assessment administration. Encourage pupils to do their best and try every question. Check periodically to make sure that pupils are recording their answers properly and are following instructions. It is very important to ensure that pupils are following the appropriate sequence on the answer sheet.

DISTRIBUTION OF MATERIALS

Have all desks cleared, and distribute to each pupil a soft-lead (No. 2) pencil. Then distribute one answer sheet to each pupil.

Using an answer sheet to demonstrate,

SAY: "Turn your answer sheet so that the words 'NEW HAMPSHIRE EDUCATIONAL ASSESSMENT, 1980' are in the upper left hand corner."

Check to see that all answer sheets are in the correct position. Again, using an answer sheet to demonstrate,

SAY: "Now, print your name on the line following '1. Student's Name.'"

Pause

"Next, print the name of your school on the line following '2. School Name.'"

Check to see that all students have done this correctly.

Again, using an answer sheet to demonstrate,

SAY: "Now find the rectangle labeled 'DIRECTIONS FOR MARKING ANSWERS.'"

READ: "DIRECTIONS FOR MARKING ANSWERS

. Use only a soft black lead pencil (No. 2).
. Make heavy black marks that fill the circle completely.
. Erase completely any answer you wish to change.
. Make no stray marks on this answer sheet."

(If necessary, demonstrate proper marking procedure on the chalkboard.)

SAY: "Now find the smaller rectangle labeled 'SAMPLE QUESTIONS.' You will mark answers for sample questions A and B in this space. Make your answer marks heavy and black. Use only the pencils you have been given. Mark only one answer for each question. If you want to change an answer, be sure to erase your first choice completely."

SAY: "Here is sample question A.

A. New Hampshire is a

a) county.
b) city.
c) state.
d) village.

Let me read question A again."

Repeat question A and the four choices.

SAY: "In the sample question box, mark your answer next to A. Mark the 'a' circle if you think that New Hampshire is a county, mark the 'b' circle if you think that New Hampshire is a city, mark the 'c' circle if you think that New Hampshire is a state, or mark the 'd' circle if you think that New Hampshire is a village. Mark only one answer, 'a', 'b', 'c', or 'd'."

Pause while pupils mark their answer sheets.

SAY: "New Hampshire is a state so you should have marked the 'c' circle in the first set of answer circles."

SAY: "Check to be sure that you completely filled the 'c' circle and did not make any stray marks."

SAY: "Here is sample question B.

B. The capital of New Hampshire is

a) Berlin.
b) Concord.
c) Keene.
d) Portsmouth.

Here is question B again."

Repeat question B and the four choices.

SAY: "Now in the sample question box mark your answer next to B. Mark the 'a' circle if you think that the capital of New Hampshire is Berlin, mark the 'b' circle if you think the capital of New Hampshire is Concord, mark the 'c' circle if you think the capital of New Hampshire is Keene, mark the 'd' circle if you think the capital of New Hampshire is Portsmouth. Mark only one answer, 'a', 'b', 'c', or 'd'."

Pause while pupils mark their answer sheets.

SAY: "The capital of New Hampshire is Concord so you should have marked the 'b' circle in the second set of answer circles."

SAY: "Check to be sure that you completely filled the 'b' circle and did not make any stray marks."

Check to be sure that students have marked their answer sheet correctly. Do not proceed until you are sure that all pupils are able to mark the answer sheets properly. If necessary, demonstrate proper marking of answers on the chalkboard.

SAY: "Now find the section marked 'LISTENING' at the bottom of the answer sheet. Mark all of your answers in this space. Mark only one answer for each question. Make sure you mark the answer for each question opposite the number for that question. If you think that you have made a mistake and want to change an answer, erase the first mark completely and then fill in the circle for the answer that you think is correct. Remember to keep your pencil marks inside the circle indicated for each answer you have chosen. Do not make any stray marks. Try to do your best work. If your pencil breaks, hold it up and I will bring you another one."

Pause

SAY: "Now, I am going to play a tape which will give some directions, provide information, and ask questions about that information."

FOR GRADES 5 - 8 SAY:

"On your answer sheet, there is space for forty-five answers. You will NOT use all the spaces. You will use only thirty of these spaces."

SAY: "Do you have any questions?"

Pause

SAY: "Now, I'm going to start the tape. Be quiet so that everyone can hear. Be sure to do what the voice on the tape tells you to do."

Start the tape. While the tape is playing, proctor the examination. When the tape is over (30 questions for grade 5-8, 45 for grades 9-12),

SAY: "Put your pencils down."

Collect the answer sheets, then collect the pencils. Students will now return to their regular class schedule.

APPENDIX B

SAMPLE ANSWER SHEET

NEW HAMPSHIRE EDUCATIONAL ASSESSMENT, 1980

1. Student's Name: _____
(PLEASE PRINT) Last Name First Name Middle Initial

2. School Name: _____
(PLEASE PRINT)

DIRECTIONS FOR MARKING ANSWERS

- Use only a soft black lead pencil (No. 2).
- Make heavy black marks that fill the circle completely.
- Erase completely any answer you wish to change.
- Make no stray marks on this answer sheet.

PROPER MARK: ○○●○

IMPROPER MARKS: ✓⊗●◉

SAMPLE QUESTIONS

A. ⓐ ⓑ ⓒ ⓓ

B. ⓐ ⓑ ⓒ ⓓ

LISTENING

1 a b c d	11 a b c d	21 a b c d	31 a b c d	41 a b c d
2 a b c d	12 a b c d	22 a b c d	32 a b c d	42 a b c d
3 a b c d	13 a b c d	23 a b c d	33 a b c d	43 a b c d
4 a b c d	14 a b c d	24 a b c d	34 a b c d	44 a b c d
5 a b c d	15 a b c d	25 a b c d	35 a b c d	45 a b c d
6 a b c d	16 a b c d	26 a b c d	36 a b c d	
7 a b c d	17 a b c d	27 a b c d	37 a b c d	
8 a b c d	18 a b c d	28 a b c d	38 a b c d	
9 a b c d	19 a b c d	29 a b c d	39 a b c d	
10 a b c d	20 a b c d	30 a b c d	40 a b c d	

APPENDIX C

ANSWERS

1.	D		24.	C
2.	B		25.	B
3.	D		26.	D
4.	B		27.	B
5.	B		28.	B
6.	A	See below.	29.	D
7.	C		30.	B
8.	A		31.	B
9.	C		32.	C
10.	C		33.	A
11.	A		34.	D
12.	C	See below.	35.	B
13.	C		36.	A
14.	C		37.	D
15.	B		38.	D
16.	B		39.	C
17.	A		40.	B
18.	B		41.	C
19.	D	See below.	42.	A
20.	C	See below.	43.	D
21.	A		44.	A
22.	C		45.	A
23.	D			

Scoring items 6, 12, 19, and 20. These items are designed to measure how well students actually follow directions. They are not completely scorable by grid or machine. In other words, part of each item response must be scored by hand.

In each item, students have been directed to mark an answer "A", "B", "C", or "D". They must do this to get credit. If, and only if, the correct letter has been marked, then a test reader must look for an additional response.

For Question 6: If students have marked "A" on the answer sheet, they must also have written in the lower left-hand corner of the answer sheet some letters ("the call letters of your favorite radio station") or the word "none." Any letters resembling call letters are acceptable. To receive credit, a student must have filled in "A" and written either letters or the word "none."

For Question 12: If students have marked "C" on the answer sheet, they must also have written either "yes" or "no" in the lower right-hand corner of the answer sheet. To receive credit, a student must have marked "C" and written either "yes" or "no."

For Question 19: If students have marked "D" on the answer sheet, they must also have written a name ("Henry," "Ted," "Sam," or "manager") or a question mark in the upper left-hand corner. To receive credit, a student must have marked "D" and written a name or question mark. Misspelled words are acceptable.

For Question 20: If students have marked "C" on the answer sheet, they must also have written some job title or the word "none" in the lower left-hand corner of the reverse side of the answer sheet. (This is the only instance in which students are to write on the reverse side.) To receive credit, a student must have marked "C" and written a job title or "none." Misspelled words are acceptable.

APPENDIX D

COMMERCIALLY PUBLISHED LISTENING MATERIALS

Aardvark and Imperial International; Bob Puig, Representative; 523 North Hanover, Anaheim, CA 92801, (714) 827-5708
Auditory Discrimination Program; Gateway to Good Reading

Bowmar Publishing Company, 622 Rodier Drive, Glendale, CA 91201
Bowmar Language Communication Program; Multi-Media Reading Incentive Program

Developmental Learning Materials; Susan W. Noble, Representative; 4137 Mendez Street, Long Beach, CA 90815, (213) 498-1500
Auditory Perception Training (APT); Concepts for Communication (CFC)

Disney Records and Books; Chapman Distributing Company; Al Chapman, Representative; 1212 South Albany Street, Los Angeles, CA 90015, (213) 749-9484
Reading-along books with record; The Story Teller Series; Disneyland Story Tapes

Economy Company, PO Box 25308, 1901 North Walnut, Oklahoma City, OK 73125
Pacer; Sounds and Stories

Educational Activities, Inc., Box 392, Freeport, NY 11520
Basic Elementary Spelling Skills; Ear-Eye-Hand Phonics Kit; Happy Listening Time; Sound-Sight Skills

Educational Development Laboratories, 284 Pulaski Road, Huntington, NY 11744
Listen-Look-Learn Reading Program; Aud-X-Program

Educational Progress Corporation; Bob Mank, Representative; PO Box 2691, Laguna Hills, CA 92653, (714) 545-3971
Audio Reading Progress Laboratory; EPC Reading Progress Lab

Follett Education Corporation; Don Oliver, Representative; 18216 Bayberry Way, Irvine, CA 92664, (714) 552-9074
Silly Listening Book; Sound/Order/Sense

Houghton Mifflin Company, 1 Beacon Street, Boston, MA 02107
Listen and Do; Listening and Learning

Instructional Materials and Equipment Distributors; Don Parson, Representative; 1520 Cotner, Los Angeles, CA 90025
Perceptual Communication Skills; Developing Auditory Awareness and Insight

Peter Pan Industries, West Coast Office, 15714 Garfield Avenue, Paramount, CA 90723
Read-along books with records; over one hundred literature titles

Rheem Califone Company, 5922 Bowcroft Street, PO Box 78567, Los Angeles, CA 90016
Califone Audio Reader; Califone Remedial Reading Program

APPENDIX D (continued)

Scholastic Book Services; Trudy Yeo, Representative; 6342 Newbury Drive, Huntington Beach, CA 92647, (714) 842-4614
Paperback titles K-12; records with some titles; tapes with some titles; Scholastic Listening Skills Program, 1-6

Science Research Associates, 3820 Fernwood Avenue, Orange, CA 92669, (714) 538-4021
Alphabet Learning; Listening-Doing-Learning; Phonics Express; Reading Lab: Listening Skill Builder; Tutor-tapes

Scott Foresman Company, 855 California Avenue, Palo Alto, CA 94304
Sounds Around Us; Talking Alphabet

Society for Visual Education, 1345 Diversey Parkway, Chicago, IL 60614
Learning Modules

Spoken Arts, Inc. 310 North Avenue, New Rochelle, NY 10801

Tapes Unlimited, 13001 Puritan Avenue, Detroit, MI 98227
Tapes Unlimited

Teaching Resources; Jim Whitney, Representative; 1125 Marchmont Street, Hacienda Heights, CA 91745, (213) 968-2554
Auditory Discriminations in Depth

Weston Woods Studios, Weston, CT 06880
Books, tapes, and recordings of the best in children's literature, including the Caldecott Award Winners

APPENDIX E

CLASSROOM LISTENING MATERIALS

The following classroom listening materials were collected and prepared by Julie M. T. Chan, California State University at Long Beach.

Suggestions for Assembling Listening Center Kits

A. Contents
   1. Six to eight copies of a single book title
   2. One tape or record of story
   3. Three folders:
      a) Worksheets (store ditto master here; run off as needed)
      b) Answer key
      c) Completed work
   4. One manila envelope (10" X 13") for storage of above materials
      a) Label *flap* side
      b) Color code with signal dots for easy identification
         (1) Warm colors: Red, reading instructional tapes (skills development or practice); Orange, language arts; Yellow, literature tapes
         (2) Cool colors: Blue, music (enrichment); Green, science, math; Purple, social studies

B. Storage
   1. Store materials in soft-drink cartons cut sideways or in a metal or wooden file

C. Instructional Tape Format
   1. Introduction
   2. Practice item and check (to be sure the student is on the right track)
   3. Body of tape
   4. Self-check (answers on tape for immediate knowledge of results-- reinforcement)
   5. Departing directions (very important-or the children may disturb the rest of the class as they leave the listening center). Example of directions:

      Before you take off your headset, please check to see if you wrote your name on your paper. Next, put your crayon back in the crayon can. Now, think of *two* things that you can do when you return to your desk. Remember, it should be something quiet so you won't disturb the other boys and girls while they are working.

A Sample Instructional Tape: Sounds Around Us

Objective. Given a common sound from the everyday environment, the child should be able to recognize it, identify the object from which it came, and indicate the answer on the worksheet provided (see Figure 1).

Name _____ What sound do you hear ? Date _____

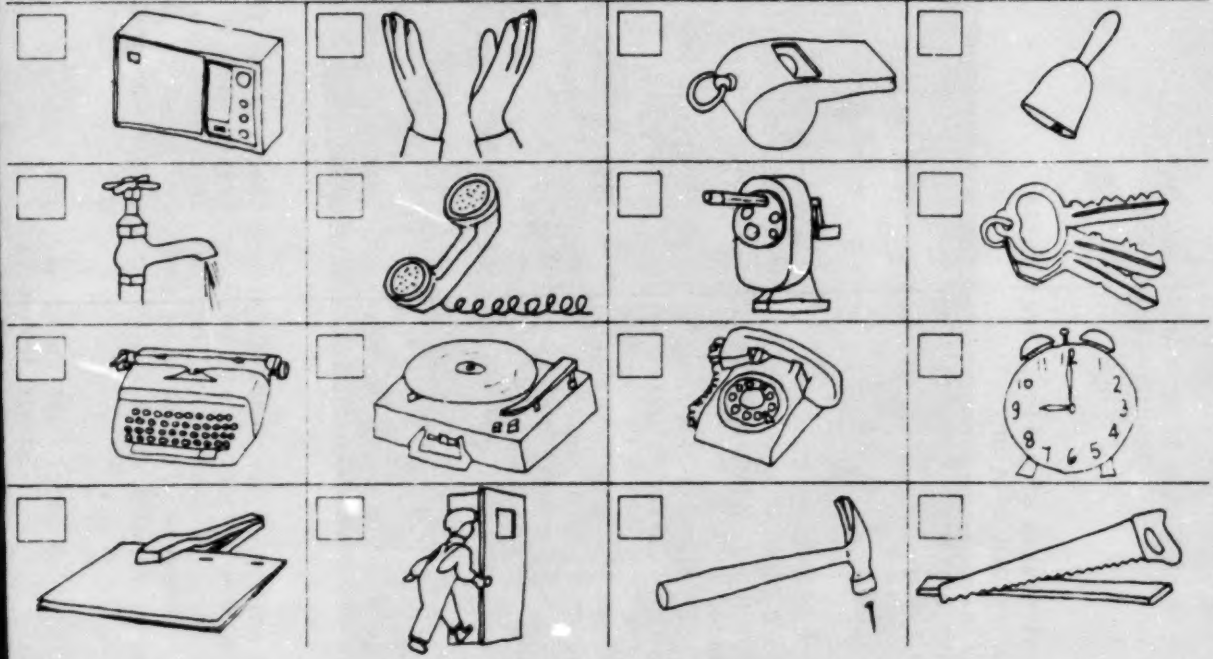

Fig. 1. A student worksheet for use with the Sounds around Us lesson.

Introduction. "Today, we are going to see how well you listen. You will hear sounds that are all around you every day. Your job will be to see if you recognize these sounds."

Practice item. "For practice, let's do the first sound together. Look closely at your worksheet. Look at each picture. Here is sound number one. Are you able to find the picture of the object that makes this sound? When you have found the right picture, write the number-one-in the little box next to the object that makes this sound. Let's check to see if you are on the right track. Did you write number one in the box next to the picture of the *bell*? It is the last picture in row one. If you did, you are correct."

Body of the tape. "Now let's do the rest of the sounds. We will check our work when we have heard *all* of the sounds."

2. whistle
3. news on the radio
4. door opening and closing
5. alarm clock ticking; ringing
6. water dripping from faucet
7. hammering
8. typing
9. telephone dial tone
10. phonograph music
11. keys jingling
12. pencil being sharpened
13. stapler going through sheets of paper
14. clapping
15. phone ringing
16. sawing

Check your work (immediate reinforcement). "Let's see how well you listened. Put your pencil down and take a crayon to check your work. Write a C next to the correct answer and an X if your answer is incorrect."

Sound No. 1 was a _____. Write a C if you were right, an X if you were not.
Sound No. 2 was a _____. Write a C if you were right, an X if you were not.

Departure directions. "Before you take off your headset, please check to see if you wrote your name on your paper. Next, put your crayon back in the crayon can. Now, I want you to think of *two* things that you can do when you return to your desk. Remember, it should be something quiet so you won't disturb the other boys and girls while they are working. As you leave the listening center, you may place your worksheet in the folder that says 'Completed Work.' Shhhhh! Now very quietly take off your headsets, lay them on the table where you are sitting, and tiptoe very quietly back to your desk. Over and out."

A Sample Instructional Tape: Listening to Follow the Dots

Purpose. Auditory memory; sequencing; directionality (left-right, top-bottom).

Behavioral objective. Given four points or dots, the student is able to listen to directions and follow them to make a diagram, object, or design, using the dots.

Materials. Pencils, dittoed worksheets (see Figure 2), tape, tape recorder, listening post.

Introduction. "How well are you able to follow directions? Well, let's begin by writing your name and today's date at the top of your paper. [Teacher: silently count to ten while tape is running.] Fine.

"Today, we'll see how well you are able to follow directions by making pictures or objects from the four dots that are in each of the squares on your

Review Lesson on Vowel Digraphs and Dipthongs

Name _____ Date _____

1.	ay	ea	ew	oy
2.	ea	ou	oi	ai
3.	oi	aw	ew	ou
4.	ay	ou	oy	aw
5.	ey	ew	ow	au
6.	aw	ow	ew	ei
7.	ai	oi	oa	aw
8.	oo	ou	oi	ui
9.	ea	ow	aw	ew
10.	ea	oi	aw	ew
11.	ew	ow	aw	ey
12.	ui	ew	aw	ey
13.	ea	ie	ew	oi
14.	aw	ow	ei	oo
15.	oi	aw	ew	oo

Fig. 3. In the Word Identification lesson, students circle the vowel digraph or dipthong contained in pairs of words read by the teacher.

Form One
Four Dots (T-B, L-R)

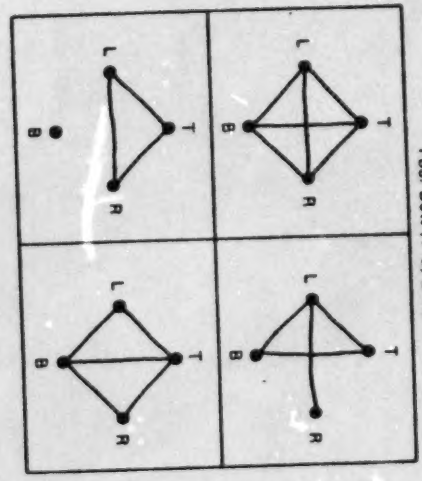

Fig. 2. A student worksheet for use with the Listening to Follow the Dots lesson.

sheet of paper. You will need to listen carefully so you'll know what lines to draw and in what order."

Practice item. "First, let's find box number one. Found it? Yes, it's the box with the number one and a square around that number. Now look at each of the four dots. Do you see the dot with the letter *T* next to it? That's the top dot. Now find the bottom dot. Yes, it's the one with a *B* under it. Next find the dot on the left; it has an *L* next to it, which stands for *left*. The last dot has an *R*, which means it is the dot on the right.

"OK. Let's draw something that most of you can play with. Start at the dot at the top by placing your pencil there. Now draw a line straight down to the dot at the bottom. Next, find the dot on the left and put your pencil there. Draw a line from this dot straight across to the dot on the right. Go back up to the dot at the top. Draw a line from this dot at the top to the dot on the left. Now continue from this dot on the left to the bottom dot. Let's go back up to the dot at the top again. Place your pencil at this top dot and draw a line to the dot on the right; continue from this dot on the right to the bottom dot.

"Can you tell what you have drawn? Yes! It's a kite!" (Teacher: please silently count to five after each new direction; this gives the listener time to think and draw.)"

Body of tape. "Let's try another one! Please go to square number two. Place your pencil on the top dot. All set? Draw a line from the top dot all the way down to the bottom dot. Pick up your pencil and find the left dot. Put your pencil on the left dot and draw a line all the way across to the right dot. Stop. Go back to the left dot. Draw a line from this left dot to the top dot. Go back again to the left dot and draw a line to the bottom dot. What does this look like to you? A bow and arrow, perhaps?

"Let's try square number three now. Place your pencil on the top dot and draw a line over to the dot on the left. Go back up to the top dot. This time, draw a line to the right dot. Stop. Pick up your pencil and place it on the left dot. Draw a line from this left dot straight across to the dot on the right. What does this look like? Use your imagination! How does a three-cornered hat strike you?

"Now, let's do box number four. Let's begin by placing your pencil on the top dot. Draw a line straight down to the bottom dot. Pick up your pencil and place it on the top dot again. Draw a diagonal line (or slanted line) from the top dot to the left dot. Continue from this left dot to the bottom dot. Stop. Place your pencil on the top dot again. Make a diagonal line from the top dot to the dot on the right; continue from the dot on the right down to the bottom dot. Could this be the sandwich that you'll have for lunch?"

Departure directions. "Wouldn't it be fun to color these pictures that you have just drawn and add more details? You may do this when you go back to your desk. Now, quietly take off your earphones, lay them on the table where you are sitting, and *tiptoe* very quietly back to your desk. Over and out!"

A Sample Instructional Tape: Word Identification

Objective. Students are given fifteen pairs of words; they should be able to recognize the vowel digraphs and indicate them by circling the answer on the worksheet. (see Figure 3).

Materials. For the teacher: (1) tape, (2) recorder and microphone, and (3) Ginn *Roads to Everywhere*. For the student: (1) pencils, (2) worksheets, (3) correction crayon, and (4) headsets.

Introduction. "Today, we are going to review vowel digraph sounds. Remember that digraphs are two vowels together that make one sound."

Practice item. "For practice, I shall say two words that contain the same vowel sound. You are to find the letter *group* that makes that sound and draw a circle around it.

"Look now at number one. My words are *play* and *day*. Listen to the vowel that can make that sound and draw a circle around it. [Pause five seconds.] You should have circled *ay*."

Body of lesson. Now, proceed in the same way using the following pairs."

1. play	day	6. blew	new	11. now	growl
2. wait	tail	7. boat	coat	12. suit	fruit
3. sound	about	8. good	book	13. field	shield
4. boy	toy	9. blow	grow	14. freight	neighbor
5. caught	taught	10. boil	coin	15. boot	root

Self-check. Let's check your paper to see how well you have done. If you do not have the correct group of letters circled, place an *X* on the wrong answer and *circle* the correct answer. Put your pencil back into the pencil can and take a crayon from the crayon can to check your work. Are you ready?"

1. ay	4. oy	7. oa	10. oi	13. ie
2. ai	5. au	8. oo	11. ow	14. ei
3. ou	6. ew	9. ow	12. ui	15. oo

Departure directions. (Whisper this part of the script.) "Before you take off your headsets, please check to see if you wrote your name on your paper. Next, place your crayon back in the crayon can. Now, I want you to think of *two* things that you can do when you return to your desk. Remember, it should be something quiet so you won't disturb the other girls and boys while they are working. As you leave the listening center, you may place your worksheet in the folder that says 'Completed Work.' Shhhh! Very quietly take off your headsets, lay them on the table, and *tiptoe* very quietly back to your desks. Over and out!"

Techniques and Their Uses in the Listening Center

I. Instruction that is used annually
   - A. Individual instruction
     1. For high-ability students
     2. For low-ability students
   - B. Reteaching a skill
     1. For those who have been absent
     2. For those who need to relearn
   - C. Testing
     1. Practice for tests (pretest)
     2. The test itself

II. Building listening skills
   - A. On a one-to-one basis
   - B. On a group basis
   - C. Step-by-step instructions
   - D. A series of instructions

III. Enjoying cultural experiences
  A. Music
  B. Literature or stories
IV. Creative thinking
  A. Open-ended or unfinished stories
  B. Problem solving
    1. Math
    2. Science
    3. Social Studies
  C. Discovery method
    1. Math
    2. Science
V. Children's recordings
  A. Plays, choral reading, oral interpretation of stories
  B. Measuring reading growth (oral)

Some Ideas for Using a Listening Center in the Areas We Are Currently Teaching

I. Art and music
  A. Interpreting music through art
  B. Listening to a story and drawing
    1. A character in the story
    2. A favorite part of the story
  C. Listening to a story; just before it ends, stop and ask the children to make their own ending
II. Language arts
  A. Creative writing
    1. Tell a short problem story about friends. Have the children develop their own solutions
    2. Record a story but leave it unfinished. Have the children create their own ending
  B. English
    1. How to use a dictionary
    2. How to make a book report
  C. Foreign language resources. Some school systems have complete tapes on conversational Spanish and French, as well as songs and dances of these cultures
  D. Listening to stories for enjoyment
  E. Radio plays
  F. Spelling
    1. Individualized spelling program
    2. Weekly tests for regular spelling programs
III. Math
  A. Mr. Arithmetic number fact drill
    1. Addition
    2. Subtraction
    3. Multiplication
    4. Division
    5. Percentage
  B. Guided seatwork
  C. Math games
  D. Story problems
  E. Discovery method using Cuisenaire Rods
IV. Reading
  A. Diagnostic tests
  B. Science Research Associates *Listening Skill Builders*
  C. Enrichment activity to follow a reading-group story

D. Introduction of new words in reading
E. Guided seatwork
F. Phonics lessons (commercial records are available)
G. Listening to a story to master sequence and retention skills
H. Recording improvement in expression in oral reading. Children enjoy hearing their own voices. A measure of growth in this area for the pupil, parent, and teacher can be made by comparing reading samples from the beginning of the year with those from the end of the year
I. Reading games

V. Science
A. Individual science experiments
B. How to record data
C. Listening to read-aloud excerpts from science books and learning to draw conclusions

VI. Social studies
A. How to make reports
B. Practicing reporting
C. Reading selections from books
D. Interviewing a resource person who is unable to visit the class and recording the interview

Appendices D and E are from *Listening: Its Impact on Reading and the Other Language Arts* by Sara W. Lundsteen.
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